

Science:

- Work scientifically by taking measurements with scientific equipment and reporting and presenting findings from enquiries.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.
- Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.
- Identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

RE: How and why do religions help the poor?

- Make connections between different beliefs and practices of all religions.
- Understand and evaluate the diversity of belief in different religions.
- Respond thoughtfully to a range of sacred writings, providing reasons for similarities and differences.
- Articulate and apply the different responses to ethical questions from a range of different religions and also discuss own ideas.
- Express views as to why belonging to a faith community may be valuable and recognise that those with no faith also have a belief system.

Objectives covered during Lockdown. In school.

Geography:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Understand some causes and effects of poverty and inequality at local, national and global levels.
- Empathise with people in local and more distant contexts.
- Describe and understand key aspects of human and physical geography.
- Understand the principles of climate change.
- Understand environmentally responsible living and global inequalities in ecological footprints.

The Global Food Challenge

Global Curriculum:

- Explore the diversity of cultures and societies within and beyond our own experience in the context of food.
- Explore global connections between people and countries through trade.
- Consider how local actions affect the wider world.
- Consider the positive and negative impacts of people's actions (including our own personal choices) on others and the environment.
- Understand environmentally responsible living by reducing our ecological footprint.

D&T:

- Use research to develop design criteria to inform the design of a suitable food product.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Investigate and analyse existing products.
- Evaluate products.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Computing:

- Use search technologies effectively and appreciate how search results are selected and ranked.
- Collect, present, analyse and evaluate data.
- Combine a variety of software to accomplish given goals.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content.

Languages:

- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Broaden vocabulary and develop ability to understand new words.
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

PSHE:

- Develop an initial understanding of how to become a critical consumer.
- Understand healthy relationships and a healthy lifestyle.